

Equity and diversity at universities in Switzerland

Julia C. Nentwich¹

1. Gender and Diversity Management at Swiss Universities	2
1.1. Higher Education in Switzerland.....	2
1.2. Diversity at Swiss Universities.....	3
1.3. Gender at Swiss Universities.....	4
2. Equal Opportunities for Women and Men at Swiss Universities	4
3. The “Federal Programme for Equal Opportunities for Women and Men at Universities”	6
3.1. Appointing Female Professors: The Incentive System	7
3.2. Promoting Young Female Academics: Mentoring and Training	8
3.3. Supporting Mothers and Fathers: Expanding Childcare Services...	9
3.4. Evaluation and Future of the Programme	9
4. Equal Opportunities for Women and Men at the Federal Institutes of Technology and the Universities of Applied Sciences	10
4.1. The Federal Institutes of Technology	10
4.2. The Universities of Applied Sciences.....	10
5. Swiss National Science Foundation.....	11
6. Gender Campus Switzerland.....	12
7. References.....	14

¹ Dr. Julia C. Nentwich, Research Fellow and Lecturer at the Research Institute for Organizational Psychology, Coordinator for Gender Studies at the University of St. Gallen, Varnbuelstr. 19, 9000 St. Gallen, Switzerland, julia.nentwich@unisg.ch

1. Equity and Diversity at Swiss Universities

In this chapter, I will provide a brief overview of the “gender and diversity landscape” at Swiss universities. I will begin by presenting some information about the higher education system in Switzerland and looking at the relevance of gender and diversity management. I will then discuss in greater detail the situation of equal opportunity initiatives at Swiss universities. There is a special focus on the “Federal Programme for Equal Opportunities of Women and Men at Swiss Universities”, as it is the broadest programme in terms of scale and scope for Swiss universities. Subsequently, I will briefly address the situation at the Swiss Institutes for Technology, the Universities of Applied Sciences, the Swiss National Foundation and provide an overview of the closely related topic of promoting the development of Gender Studies in Switzerland.

1.1 Higher Education in Switzerland

When discussing topics concerning higher education in Switzerland, one should bear in mind that there are three types of institutions of higher education in Switzerland’s federalist system: First, the two Federal Institutes of Technology (ETH Zurich and EPFL Lausanne), which are funded and controlled by the Swiss Confederation; second, the universities, which are predominantly under autonomous cantonal control. Although the federal government does partly fund the universities, it may only intervene indirectly via the granting of specific project money; and third, the universities of applied sciences. Here, the responsibilities and funding situations are not as clear-cut. In the areas of economics, technology and design, funding is provided by the Swiss Confederation, while for other subject areas, it might also be provided at the cantonal level. The situation is highly heterogeneous, as are the actions and measures taken. Thus, when considering “management” strategies at Swiss Universities, this heterogeneity has to be taken into account.

The federal system is also reflected by the legal framework of equal opportunity measures. Since 1981, women and men in Switzerland have had the same constitutional rights to equal opportunity, equal status and equal payment. Furthermore, “the legislator must remove any sexual inequalities, in particular with regard to family, work and education.” (Brander 1995) However, as the universities are subject to cantonal law, the constitutional right has to be transferred first to cantonal law and then to university law (“Universitätsgesetz”) in order to bring the law into force. Indeed, this leads to a very heterogeneous situation regarding the institutionalisation of measures,

for instance in the area of equal opportunity offices, as described later in this chapter. The only way in which the federal government can influence the universities' policies is via the launching of directly financed projects such as the "Federal Programme for Equal Opportunities of Women and Men at Swiss Universities", implemented for the first time in 2000.

Therefore, I will discuss the situation and measures for all three types of institutions separately. Where "higher education institutions" in general are mentioned, it can be assumed that all three types apply.

1.2 Diversity at Swiss Universities

With regard to diversity, it is worthwhile to consider the factors of gender, language, nationality and class, although these are not particularly widely discussed. Nowadays, 20% of school-leavers in Switzerland enrol in a higher education programme. This number has increased heavily since the 1980's, as has the proportion of women. In addition to gender, class is still a major predictor of whether an individual will enter higher education (cf. Der Bund und die Kantone 2002, p. 32). While gender and the issue of equality and equal opportunities between women and men grew more important in Swiss universities during the 1990s, other "diversity" topics have not yet caught up. This might seem surprising considering that Switzerland is such a culturally diverse country (cf. Kiechl 1995). Switzerland's geographical position between three important European cultures (the German-language area, France and Italy) has resulted in different cultural regions and four official languages: German (63.7%, French (20.4%), Italian (6.5%) and Rhaeto-Romanic (0.5%). Six of the ten universities are in the German-speaking part of Switzerland, four are located in the French-speaking area, one is in the Italian-speaking region, and there is one bilingual university in Fribourg. However, others have also started to become bilingual, offering teaching programmes in English, which has been accompanied by an increase in the number of foreign students in the last few years. Today, around 20% of the students are from abroad, mostly from European Union countries. In particular, the number of foreigners without Swiss vocational training or secondary education is increasing. While in 1988, 12% of the students came from abroad exclusively in order to study at a Swiss university, this figure rose to 15% in 2001 (Swiss Federal Statistics Office 2002a, p. 22).

There are several reasons to explain the lack of explicit "diversity concepts" at Swiss universities. First, "managing diversity" is rooted in a US-American context of anti-discrimination policies, which differs in several aspects from

the Swiss context (cf. Bendl 2004, p. 56ff.; KOFRAH 2002). Second, diversity management is very often seen as a “hip” management concept, but not judged as important to everyday life in Switzerland. Most often, “diversity” is equated with “race”, which is not as salient in Switzerland as, for example, gender, class, nationality or language. Furthermore, it is a concept that is related to (global) companies and the business world and not to the educational sector. However, the fact that nowadays, when discussing discrimination at Swiss universities, the major focus is on “gender”, is mainly due to the women’s movement, which has brought the issue of “women”, and subsequently gender, into the universities. Indeed, the equal opportunity offices of the universities have a long history, and their establishment required a great deal of grassroots movement as well as political pressure and power. Therefore, if other diversity topics, such as sexual orientation, ability, religion, age, etc. will become important in the near future, they will be able to build on these achievements, and benefit from a different starting point.

1.3 Gender at Swiss Universities

Women are on the advance at Swiss universities. It is said that they will be driving future expansion at the universities. Women are expected to comprise 84% of the predicted growth until 2010 (Swiss Federal Statistics Office 2002b). In the last decades, women have started to catch up to men in higher education. In 1980, around 10% of the female and 15% of the male population enrolled on a university programme. In 2000, not only had the overall percentage increased, but also the gender difference had been balanced out: 20% of both the male and the female population enrolled in a university programme (Der Bund und die Kantone 2002, p. 31-32). In 2001, for the first time, more women than men (51%) enrolled in Swiss universities. In 2001, 45% of the graduates were female and 34% of the dissertations submitted were by females. Although women are gaining ground, the phenomenon of the “leaky pipeline” still persists: The higher one climbs the academic career ladder, the fewer the number of women one encounters (Swiss Federal Statistics Office 2002a, p. 19). In 2002, 47.4% of the students and 45.1% of the assistant personnel were female, but only 9.2 % of the teaching staff (Swiss Federal Statistics Office, cited in Helsinki Group 2004). In 2005, the percentage of women among the teaching staff increased to 11.2% (Swiss Federal Statistics Office 2005)

In addition to the vertical segregation, higher education in Switzerland is also horizontally gender-segregated. The majority of women enrol in humanities, arts and social sciences (69% women), medicine and pharmacy (65%

women) or law (58% women). This is different in engineering (27% women) and economics (33%) (Swiss Federal Statistics Office 2002, p. 27ff.).

2. Equal Opportunities for Women and Men at Swiss Universities

“Equity Management” at Swiss Universities can be translated as the development of “equal opportunities” of women and men. The systematic development of gender equality at the universities began in the 1990s, and between 1990 and 2000, after numerous voluntary initiatives, offices for equal opportunities were founded. In 1990, the University of Berne established the first office for equal opportunities, with other Swiss universities following this example within the next years. Finally, in 2000, the newly launched “Federal programme for equal opportunities for women and men at universities” initiated offices at the Universities of Lausanne, Lucerne, Neuchâtel, Lugano and St. Gallen, and enabled all universities to expand their staff (Lischetti 2003, p. 54). Offices for equal opportunities at universities have the mission of putting equality legislation into practice and enhancing women’s participation at all levels of the university. They have also begun to foster the development of gender studies in Switzerland (Lischetti 2003, p. 55). Mostly, all offices provide counselling services for female students and staff in questions of discrimination, sexual harassment and childcare/work-life balance (Lischetti 2003, p. 54). However, since 2000, one of their major duties has been to implement the “Federal programme for equal opportunities of women and men at universities”.

Equal opportunity offices at Swiss Universities and Institutes for Technology	Founded in
University of Berne www.gleichstellung.unibe.ch	1990
University of Geneva www.unige.ch/rectorat/egalite/	1991
ETH Zurich www.equal.ethz.ch	1993
EPFL Lausanne http://equal.epfl.ch/	1994
University of Fribourg www.unifr.ch/fem	1996

University of Zurich www.frauenstelle.unizh.ch	1996
University of Basel www.zuv.unibas.ch/chancengleichheit/	1998
University of St. Gallen www.gleichstellung.unisg.ch	2000
University of Lausanne www.unil.ch/egalite	2001
University of Lucerne www.unilu.ch/unilu/8776.htm	2001
University of Neuchâtel www.unine.ch/egalite	2001
University of Lugano www.unisi.ch/parioppo	2001

Table 1: Equal Opportunity Offices at Swiss Universities (cf. Lischetti 2003, p. 54)

The equal opportunity offices are all affiliated with the association "KOFRAH/CODEFUES" (www.kofrah-codefues.ch). The objective of this association is to support and foster the exchange of information, but also to represent the interests of equal opportunities on the national political level. It is the widely accepted contact address for gender equality issues at Swiss universities.

3. The "Federal Programme for Equal Opportunities for Women and Men at Universities"

Although the development towards equality at universities started in the 1990s, the "Federal Programme for Equal Opportunities for Women and Men at Universities", initiated in 2000, was a real booster for equality projects (cf. Bachmann, Rothmayr & Spreyermann 2003; Helsinki Group 2004, for details on the programme Schweizerische Universitätskonferenz 2000). The 16 million Swiss Francs invested by the Swiss government into the programme resulted in the institutionalisation of equity projects in all Swiss universities. It was the first programme to apply a single strategy to all universities. As men-

tioned above, providing money for concrete development projects is the only way in which the national government can influence the universities' strategy, policy and practice. Prior to the introduction of the programme, equal opportunities was an autonomous university affair.

The first step in the programme was to install equal opportunity offices at each university in order to build an institutional basis for the implementation of the Federal Programme. This goal was reached at the end of 2002. Since then, all universities have had an equal opportunity office responsible for equality management and implementing equality legislation and the measures of the Federal Programme. The overall goal of the programme was to increase the amount of female professors from 7% in 1998 to 14% in 2006. To reach this goal, the programme focused on three domains considered to be strategically relevant for women in academia: (1) increasing the appointment rate of female professors, (2) promoting young female academics and (3) offering childcare services. While the money was generously provided by the federal government, the universities had to put considerable effort into gaining entry into the programme. The university rectorates were in charge of project application and programme reporting, and were required to provide 50% of the financing out of their own funds. The conception of concrete projects at the universities followed a bottom-up strategy combined with a top-down strategy for the programming tasks. With this double strategy, those charged with accomplishing equal opportunities led the implementation of the programme. The strategy also tried to avoid the delegation of responsibility from the university leadership back to the programme. Equal opportunities was to become a "matter of concern all the way to the top" and remain "at the top of the university agenda" (Bachmann, Rothmayr & Spreyermann 2003). The evaluation of the first three years showed that the "Federal Programme enjoys successful implementation" (Bachmann, Rothmayr & Spreyermann, 2003). It has been extended until the end of 2006. However, before discussing the outcomes, I will now introduce the three implemented measures in detail.

3.1. Appointing Female Professors: The Incentive System

The incentive system pledged 1.35 million Swiss Francs per year as an incentive for universities to appoint female full professors. For every new female full professor appointed, the university receives money as an incentive. Although not required, all universities spend this "head money" or "dowry" to foster gender equality. Nevertheless, this measure has been the most criticised. So far, no university either develops strategies for the improvement of

women's chances, or provides incentives, for instance for their faculties, in order to increase the amount of female hiring. Furthermore, the measure's conformity to the constitution has been questioned and discussed in a symposium (Lischetti & Widmer 2004).

However, although it is unlikely that this measure will reach its goal of 14% female full professors by 2006, it has also had some success, as shown by the evaluation of the first three years in 2003. The proportion of female full professors increased from 7% in 1998 to 8.9% in 2002, and individual universities such as Geneva, Lucerne and Neuchâtel, "as well as the faculties of humanities, social sciences and law, achieved the milestones established by the Programme for 2002." (Bachmann, Rothmayr & Spreyermann 2003). Probably the greatest success of the incentive system, though, was that it prompted discussion and made the information on the proportion of female academics appointed widely accessible. Until then, concrete figures concerning women hired and female staff were not available. Collecting this information about the real status quo of the proportion of women in a faculty also banished the myths that were developing with regard to these statistics. For instance, Lischetti (2004 p. 134-135) recounts the example of a faculty that saw itself as hiring a high number of female assistant professors, although this proved to be wrong once the data had been collected. Another advantage is that the data is collected via the Federal Programme. Therefore, the responsibility for further action lies within the federal institutions and not with the equal opportunity offices at the universities.

3.2. Promoting Young Female Academics: Mentoring and Training

This measure focused on the development of young female academics. It provided the financial resources needed to establish and expand mentoring and networking systems and to provide counselling and training. This measure was regarded as an innovative tool for the promotion of junior academics. It also enjoyed great demand from young female academics. In 2005, the following mentoring projects with different aims and scopes are running:

- University-specific mentoring programmes for postgraduates and young female researchers arranging one-to-one mentor relationships with senior researchers or practitioners and developing networks (for instance www.netzplus.ch at the University of St. Gallen).
- University-specific peer-mentoring programmes for postgraduates and young female researchers (see Hellriegel et. al 2005 for more information on the concept of peer-mentoring in Switzerland).

- Courses, workshops and coaching teaching the necessary know-how in networking, career planning and other career-related competences and strategies.
- National mentoring programmes fostering young female researchers and building up a network across disciplines and universities, like the “Mentoring Deutschschweiz” for 30 mentees at universities in the German-speaking part of Switzerland (www.mentoring.unibe.ch), or the “Réseau romand de mentoring pour femmes” for 22 mentees at universities in the French-speaking part. Both programmes arrange a one-to-one mentoring relationship with a senior researcher and provide workshops and courses for the training of career-related competencies.
- An “e-mentoring” programme (www.ementoring.ch) arranging online mentoring relationships between junior and senior academics.
- An online database for female researchers and experts making it easier to get in contact with experts for a certain subject and find possible candidates for a job (www.femdat.ch)
- A network of young female researchers in the field of gender studies (LIEGE, www2.unil.ch/liege/)

3.3. Supporting Mothers and Fathers: Expanding Childcare Services

The programme’s measure with the broadest acceptance in the scientific community is the enlargement of childcare services at the universities. It has resulted in a greater variety of childcare services offered and has doubled the number of childcare places available at Swiss universities. In 2005, most of the universities offered a day-care nursery for employees’ children between the ages of approximately 6 months and 5 years. Some have also integrated kindergarten facilities, which in Switzerland is for children between the ages of 5 and 6. Where universities do not provide childcare services exclusively for their employees, they have “bought” places in other nurseries or paid financial subsidies directly to parents with small children in day-care. Other offers supporting parents resulting from the Federal Programme were:

- Provision of lunches for older children
- Childcare services at conferences
- A “sports programme” for employees’ children in the school holidays
- Short-term “emergency solutions”
- Short-term day-care arrangements for children of foreign scholars

3.4. Evaluation and Future of the Programme

Overall, the Federal Programme is an accepted intervention fostering equal opportunities at Swiss universities. Although the overall goal of 14% female professors in 2006 will not be reached, the programme has been successful and has started to develop towards this objective. The development of supplementary supportive facilities at the universities such as childcare services has proved to be unproblematic and effective provided that the necessary money is available. The mentoring and training efforts for female academics, following the paradigm of equality feminism training women to “fit” into male-dominated structures, are very important tools for supporting women’s careers. However, these measures will not necessarily change the system itself. The major issue still seems to be the hiring of female full professors, researchers and associate professors. An extension of the monitoring of the appointment processes and the implementation of equal opportunity policies on a governmental as well as a university level will probably be the major challenge for the next years (cf. Bachmann, Rothmayr & Spreyermann, 2003). Such a strategy definitely interferes with the power structures that are already in place and probably has a much longer way to go. A political decision will be made in 2006 as to whether the programme will be extended for another three years after 2007.

4. Equal Opportunities of Women and Men at the Federal Institutes of Technology and the Universities of Applied Sciences

4.1. The Federal Institutes of Technology

The equal opportunity policies at the Federal Institutes of Technology in Zurich (ETH Zurich) and Lausanne (EPFL) are based on the federal law concerning the equality of women and men. Both institutions have been partly associated with the universities’ “Federal Programme”. They are part of the statistical survey concerning the female employment and hiring situation at Swiss universities, but do not receive any incentive money for hiring women. Young female scholars at both institutions can take part in some of the mentoring programmes.

Additionally, the ETH Zurich started its own mentoring programme called “Promoting Future”, aiming at the development and training of young female scientists in career-related skills, such as networking, self-management and career planning (www.equal.ethz.ch). In 2002, the foundation “kihzh” (www.kihzh.ethz.ch) was initiated in close collaboration with the University of

Zurich. “Kihz” organizes the childcare services of both institutions. The EPFL focuses particularly on measures making it easier to reconcile family life and professional activity, promoting women and especially young girls in scientific and technical subjects and encouraging female academic and administrative careers.

4.2. The Universities of Applied Sciences

In the year 2000, the only recently merged seven Swiss Universities of Applied Sciences started an “Action Plan for Equal Opportunities of Women and Men at the Universities of Applied Sciences” comparable to the universities’ “Federal Programme”. The action plan was granted 10 000 Swiss Francs for the first three years and prolonged for another three-year period until 2007. The first priority was to implement equal opportunity offices at every University of Applied Sciences and to launch specific projects. This goal was reached in 2002. One important objective is the development of family-friendly structures, work and study conditions (Der Bund und die Kantone 2002, p. 59) and raising the number of women in the mainly male-dominated study courses in the areas of science, technology and economics (Rebsamen & Bolli-Schaffner 2003). Furthermore, the objective of the second period is to integrate equal opportunities as a quality criterion in the universities’ strategy and to implement gender mainstreaming and gender controlling (cf. Bundesamt für Berufsbildung und Technologie 2003). Only the future development in the next years will show how these objectives will be implemented and evaluated.

5. The Swiss National Science Foundation

The Swiss National Science Foundation is “Switzerland’s foremost institution in the promotion of scientific research. It supports research in all disciplines, from philosophy and biology to the nanosciences and medicine. Established in 1952 as a foundation under private law, it has the autonomy it needs to promote independent scientific research. ... The main task of the SNSF is to evaluate the quality of research proposals submitted by scientists and to provide funding on the basis of priorities and available financial resources.” (www.snf.ch/en/por/por.asp). As the major funding institution in Switzerland with a federal mandate, the SNSF is an important institution for equal opportunity initiatives in academia. With its “Women in Research” programme (www.snf.ch/en/wom/wom_enc.asp), the SNSF introduced several measures aimed at increasing the number of projects conducted by female researchers:

- The “Marie Heim-Vögtlin Grants” are designed exclusively for women with family responsibilities who reduced their research work and want to resume their academic career. Marie Heim-Vögtlin was the first Swiss woman to study at the University of Zurich in 1868.
- Until the end of 2007, the ordinary age limits for fellowships have been eliminated. The age limits are normally 33 for “prospective researchers” and 35 for “advanced researchers”, which is not compatible with the often discontinuous career paths of women.
- Maternity benefits are paid according to the local legislation during a research project funded by the SNSF. It is also possible to extend the duration of the project or to hire a substitute. Part-time work in SNSF funded projects is also possible.

In 2000, the SNSF mandated the reflection group “GRIPS Gender” to analyse gender-related problems of the SNSF funding practices and to make suggestions for possible measures. Their analysis showed that the proportion of women submitting proposals compared to men is lower and that women’s proposals are less likely to obtain funding (SNSF 2001). As a first consequence, an “Equality Commission” was appointed, which is responsible for putting suggested measures into practice. In 2001, the SNSF hired an equal opportunity officer in order to provide additional support and information for female academics. Three years later, a pilot study (Jänchen & Schulz 2005) investigated the SNSF’s decision-making process in three disciplines. The results of this study show that the success rate of women obtaining funding from the SNSF has since increased. With the methods applied, the study did not find any gender discrimination within the selection process, but concluded that the major problem still lies with the female researchers not writing as many proposals as male researchers. Additionally, men submitting proposals are more often in a senior position compared to women. Women are less likely to be in a sufficiently good position within academia in order to succeed with their proposals. So far, these results have not led to any objectives, action plans or concrete measures initiated by the Swiss National Science Foundation.

6. Gender Campus Switzerland

Although equal opportunities and gender equality initiatives at universities can be nourished by or linked to scholarly activity in the field of gender studies, gender studies should not be mistaken for gender equality, or, even worse, “women”. Gender studies is a scientific discipline focusing on the meaning of gender within societies, cultures, economics, politics and sci-

ences, its consequences and modes of construction. I have decided to include some information about recent developments in the Swiss field of gender studies in this chapter because the development of gender studies and gender equality at the universities is connected (see Seith 1999 for a brief overview on the history of gender studies in Switzerland). Both fields and interests have supported each other and have even been promoted by the same persons. Furthermore, developing the discipline of gender studies in Switzerland has been a major objective of the equal opportunity offices at the universities.

Today, all Swiss universities offer courses in gender studies. The online national teaching programme listing all gender studies courses at all universities is available at www.gendercampus.ch/genderstudies. The website “www.gendercampus.ch” is the most prominent and all-embracing information and communication platform for Gender Studies and Gender Equality at Swiss universities and universities of applied sciences.

Since the winter term 2005, a bachelor's degree in gender studies has been offered at the University of Basel. Besides a professor in the history of gender, the University of Basel has employed a full professor for gender studies since 2001. Two more professors are to be assigned within the next year at the University of Zurich and the University of Geneva. Master's degrees are currently under development. The “Swiss Network of Graduate Programmes”, a network spanning the Universities of Berne and Fribourg, Basel, Zurich and Geneva and Lausanne, is organising joint courses, symposia and summer schools for doctoral students.

Since the end of 2004, all professors and centres for gender studies at the universities have been part of the project “Gender Campus Switzerland” launched by the Swiss University Conference. The project's objective is the sustainable development of gender studies in the area of teaching and the development of a distinctive profile of the “Gender Campus Switzerland”.

Centres and resources for Gender Studies at Swiss Universities	
www.gendercampus.ch	The information and communication platform for Gender Studies and Gender Equality at Swiss universities and universities of applied sciences.
http://www2.unil.ch/liege/	LIEGE - Network for Gender Studies researchers
www.femwiss.ch	Swiss association for feminist researchers
www.genderstudies.unibas.ch	Centre for Gender Studies at the University of Basel

www.izfg.unibe.ch	Centre for Gender Studies at the University of Berne
www.unige.ch/etudes-genre/	Gender Studies at the Universities of Geneva and Lausanne
www.genderportal.unisg.ch	Gender Studies at the University of St. Gallen
www.genderstudies.unizh.ch/	Competence Centre for Gender Studies at the University of Zurich

Table 2: Centres and resources for gender studies at Swiss universities

One area in which gender studies is directly supporting the development of gender equality in higher education is in the sector of postgraduate education. The universities of applied sciences in Berne and Zurich offer two courses with “gender knowledge” for the higher education sector (www.genderkompetenz.ch). The first course is on gender-sensitive teaching and didactics and is tailor-made for professors and lecturers. A second course aims at the managers in higher education institutions. It imparts knowledge on gender and diversity and how it can become part of a university's strategy and processes. Basic knowledge in gender studies as well as tools and leadership skills such as gender mainstreaming and gender controlling are part of this curriculum.

7. References

- Bachmann, Ruth; Rothmayr, Christine & Spreyermann, Christine (2003). *Assessment of the Federal Programme for Equal Opportunities for Women and Men at Universities 2000-2003*. Downloadable at http://www.cus.ch/wDeutsch/beitraege/chancengleichheit/Programminformationen/Evaluation_Chancen_Zusfassung.php
- Bendl, Regine (2004). *Gendermanagement und Gender- und Diversitätsmanagement - ein Vergleich der verschiedenen Ansätze*. In Regine Bendl, Edeltraud Hanappi-Egger & Roswitha Hofmann (eds.), *Interdisziplinäres Gender- und Diversitätsmanagement : Einführung in Theorie und Praxis* (pp. 43-72). Wien: Linde.

- Brander, Stefanie (1995). *Promotion of women at Swiss universities*. In: Färber, Christine & Henninger, Annette (eds). *Equal opportunities for women at European universities*. Berlin: Free University.
- Bundesamt für Berufsbildung und Technologie (2003). *Bundesprogramm Chancengleichheit von Frauen und Männern an den Fachhochschulen. Aktionsplan für die Jahre 2004-2007*. Downloadable at <http://www.bbt.admin.ch/fachhoch/dossiers/chancen/d/aktionsplan.pdf>
- Der Bund und die Kantone (eds.) (2002). *Die Politik der Schweiz im tertiären Bildungsbereich*. Länderbericht der Schweiz. Downloadable at <http://www.sbf.admin.ch/htm/services/publikationen/bildung/laenderber-d.pdf>
- Hellriegel, Barbara; Joshi, Jasmin; Lindemann-Matthies, Petra & Seidl, Irmi (2005). *Peer-mentoring als Nachwuchsförderung in eigener Regie*. Universelle: Beiträge zur Gleichstellung, Nr. 7.
- Helsinki Group (2004). *Women and science. Review of the situation in Switzerland*. Bern: Bundesamt für Bildung und Wissenschaft.
- Jänchen, Yvonne & Schulz, Kristina (2005). *Pilotstudie: Geschlecht als Faktor ungleicher Zugangschancen zu Ressourcen der Forschungsförderung. Zugänge zur Analyse sozialer Selektionsprozesse im Bereich der Projektförderung des Schweizerischen Nationalfonds*. Downloadable at http://www.snf.ch/downloads/wom_ber_GEFO.pdf
- Kiechl, Rolf (1995) *Managing Diversity: Subkulturen nutzbringend einbeziehen*. Zeitschrift für Organisationsentwicklung. 14, 4, p. 45-54.
- KOFRAH (Konferenz der Gleichstellungs- und Frauenbeauftragten an Schweizer Universitäten und Hochschulen) (2002). *Gleichstellungsarbeit und Nachwuchsförderung für Frauen an amerikanischen Universitäten. Expertinnenaustausch von Gleichstellungs- und Mentoringbeauftragten Schweiz-Boston/USA*. Bern: Abteilung für die Gleichstellung von Frauen und Männern.
- Lischetti, Barbara & Widmer, Maya (eds.) (2004). *Kopfprämien für Professorinnen? Über Verfassungsmässigkeit, Opportunität und Nützlichkeit von Anreizsystemen*. Bern: eFeF.
- Lischetti, Barbara (2004). *Das Anreizsystem: Ein Modul mit vielerlei Facetten. Erste Erfahrungen und erstes Fazit*. In: Lischetti, Barbara & Widmer,

Maya (eds.), Kopfprämien für Professorinnen? Über Verfassungsmässigkeit, Opportunität und Nützlichkeit von Anreizsystemen (p. 128-138). Bern: eFeF.

Lischetti, Barbara (2003). *Gleichstellungsstellen an den Universitäten: Viele Pflichten, wenig Rechte*. Frauenfragen, 26(2), p. 54-56.

Rebsamen, Heide & Bolli-Schaffner, Ursula (2003). *Gleichstellungsstellen an den Fachhochschulen: Anfangserfolge mit Vorbehalten*. Frauenfragen, 26(2), p. 60-61.

Seith, Corinna (1999). *From malestream to gender mainstreaming. Frauen- und Geschlechterstudien in der Schweiz (1968-1998): Entwicklungen, AkteurInnen, Desiderata*. In: Verband der Schweizerischen Studentinnenschaft, VSS (ed.), Neugierig auf Gender Studies. En savoir plus sur les études genre (p. 25-40). Zürich: Chronos.

SNSF (Swiss National Science Foundation) (2001). *Schlussbericht von GRIPS GENDER: Empfehlungen zur Gleichstellung von Frauen in der Wissenschaft und zur Förderung von Gender Studies*. Downloadable at http://www.snf.ch/downloads/wom_genderbericht_d.pdf

Schweizerische Universitätskonferenz (SUK-CUS) (2000). *Bundesprogramm Chancengleichheit 2000-2003*. Downloadable at http://www.cus.ch/wDeutsch/beitraege/chancengleichheit/Programminformationen/Chancengleichheit_D.pdf

Swiss Federal Statistics Office (2002a). *Jüngste Entwicklungen an den Schweizer Hochschulen: Universitäten und Fachhochschulen - eine gelungene Integration?* Neuchâtel: Swiss Federal Statistics Office.

Swiss Federal Statistics Office (2002b). Pressemitteilung vom 17. Mai. Nr. 0350-0205-00. www.bfs.admin.ch (online published press release)

Swiss Federal Statistics Office (2005). *Lehrkräfte und Hochschulpersonal nach Geschlecht, Nationalität und Schulstufe (in Personen)*. www.bfs.admin.ch (yearly gender-segregated statistics of the Swiss Federal Statistics Office published online)